BUSINESS MANAGEMENT STANDARDS

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This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Business Management standards were validated with the adoption of the nationally recognized standards from MBA Research and Curriculum Center.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Business Management program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through the completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Business Management program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

PERFORMANCE STANDARD 1.1 : DEMONSTRATE KNOWLEDGE OF THE DIFFERENT SOURCES OF LAW AS IT RELATES TO ETHICAL AND LEGAL DECISIONS

1.1.1	Describe the difference between law and ethics
1.1.2	Explain ethical characteristics and traits
1.1.3	Demonstrate how a rule of law may conflict with moral and ethical decisions
1.1.4	Explain the law of precedent in the legal system
1.1.5	Discuss legislation related to technology with a focus on electronic transactions, computers, and the internet

PERFORMANCE STANDARD 1.2 : DEVELOP AN UNDERSTANDING OF CONTRACTUAL RELATIONSHIPS

1.2.1	Explain the essential elements of a contract
1.2.2	Differentiate between fraud, nondisclosure, misrepresentation, duress, and undue influence
1.2.3	Compare and contrast between different types of consideration
1.2.4	Describe ways an offer and a contract come to a conclusion
1.2.5	Research intellectual property rights

PERFORMANCE STANDARD 1.3 : UNDERSTAND THE ROLE OF AGENCY AND EMPLOYMENT LAW AS THEY RELATE TO THE NATIONAL AND INTERNATIONAL MARKETPLACE

1.3.1	Explain general, durable, and limited power of attorney
1.3.2	Explain the different types of agents that govern employment
1.3.3	Describe the collective bargaining process
1.3.4	Evaluate legislation that regulates employment conditions and guarantees worker benefits
1.3.5	Summarize the employment doctrine of implied covenant
1.3.6	Explain employment at will

PERFORMANCE STANDARD 1.4 : EXAMINE LAWS AFFECTING NATIONAL AND INTERNATIONAL BUSINESS ORGANIZATIONS

1.4.1	Differentiate between sole proprietorships, partnerships, and corporations
1.4.2	Compare and contrast limited and general partnerships
1.4.3	Outline the legal procedures for forming and running business organizations

PERFORMANCE STANDARD 1.5 :	UNDERSTAND REGULATIONS FOR BUSINESS EXPANSION, GOVERNMENT REQUIREMENTS AND INDUSTRY STANDARDS

1.5.1	Describe different types of corporate expansion
1.5.2	Interpret domestic and global laws governing business expansion

PERFORMANCE STANDARD 1.6 :	UNDERSTAND GOVERNMENT/LEGAL ACTIVITIES THAT AFFECT GLOBAL TRADE

1.6.1	Describe customs regulations
1.6.2	Research licensing regulations
1.6.3	Describe releases and clearances to export products
1.6.4	Explain the nature of legal recourse in resolving global business disputes

CONTENT STANDARD 2.0 : **DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATION SKILLS**

PERFORMANCE STANDARD 2.1 : **ACQUIRE MEANING FROM WRITTEN MATERIAL AND APPLY THE INFORMATION TO A TASK**

2.1.1	Explain sources that provide relevant, valid written material
2.1.2	Extract relevant information from written materials
2.1.3	Analyze company resources to ascertain policies and procedures

PERFORMANCE STANDARD 2.2 : **APPLY VERBAL SKILLS TO OBTAIN AND CONVEY INFORMATION**

2.2.1	Explain and interpret the nature of effective verbal communications
2.2.2	Ask relevant questions and prepare an appropriate response
2.2.3	Utilize communication styles appropriate to target audience
2.2.4	Defend ideas objectively
2.2.5	Participate in group discussions
2.2.6	Make oral presentations

PERFORMANCE STANDARD 2.3 : **WRITE INTERNAL AND EXTERNAL BUSINESS CORRESPONDENCE TO CONVEY AND OBTAIN INFORMATION EFFECTIVELY**

2.3.1	Evaluate of effective written communications
2.3.2	Select and utilize appropriate formats for professional writing
2.3.3	Edit and revise written work consistent with professional standards
2.3.4	Prepare professional business documents including letters, emails, reports, and proposals

CONTENT STANDARD 3.0 : UNDERSTAND IMPORTANCE OF POSITIVE CUSTOMER RELATIONS

PERFORMANCE STANDARD 3.1 : FOSTER POSITIVE RELATIONSHIPS WITH CUSTOMERS TO ENHANCE COMPANY IMAGE

3.1.1	Evaluate the nature of positive customer relations
3.1.2	Demonstrate a customer service mindset
3.1.3	Apply business policies to respond appropriately to customer inquiries
3.1.4	Explain management's role in customer relations

PERFORMANCE STANDARD 3.2 : RESOLVE CONFLICTS WITH/FOR CUSTOMERS TO ENCOURAGE REPEAT BUSINESS

3.2.1	Resolve difficult customer situations
3.2.2	Formulate solutions to customer/client complaints

PERFORMANCE STANDARD 3.3 : REINFORCE A COMPANY'S IMAGE TO EXHIBIT BRAND PROMISE

3.3.1	Describe a company's brand promise
3.3.2	Determine ways of reinforcing a company's image through employee performance

PERFORMANCE STANDARD 3.4 : UNDERSTAND THE NATURE OF CUSTOMER RELATIONSHIP MANAGEMENT

3.4.1	Discuss the nature of customer relationship management
3.4.2	Explain the role of ethics in customer relationship management
3.4.3	Describe the use of technology in customer relationship management

CONTENT STANDARD 4.0 :   UNDERSTAND THE ROLE OF ECONOMIC SYSTEMS

PERFORMANCE STANDARD 4.1 :   EXAMINE ECONOMIC CONCEPTS

4.1.1	Compare and contrast economic goods and services
4.1.2	Explain the concept of economic resources
4.1.3	Describe the concepts of economics and economic activities
4.1.4	Describe economic utilities created by business activities
4.1.5	Explain the principles of supply and demand
4.1.6	Describe the function of pricing in various markets

PERFORMANCE STANDARD 4.2 :   UNDERSTAND THE NATURE OF BUSINESS AND CONTRIBUTIONS TO SOCIETY

4.2.1	Explain the role of business in society
4.2.2	Describe types of business activities
4.2.3	Explain the organizational structure of businesses
4.2.4	Discuss the global environment in which businesses operate
4.2.5	Describe factors that affect the business environment
4.2.6	Explain how organizations adapt to today's markets

PERFORMANCE STANDARD 4.3 :   EXPLORE ECONOMIC SYSTEMS TO BE ABLE TO RECOGNIZE THE ENVIRONMENTS IN WHICH BUSINESSES FUNCTION

4.3.1	Explain the types of economic systems
4.3.2	Explain the concept of private enterprise
4.3.3	Identify factors affecting business profitability
4.3.4	Determine factors affecting business risk
4.3.5	Explain the concept of competition
4.3.6	Describe market structures

PERFORMANCE STANDARD 4.4 :	UNDERSTAND THE IMPACT OF GOVERNMENT ON BUSINESS ACTIVITIES

4.4.1	Explain the relationship between government and business
4.4.2	Describe the nature of taxes
4.4.3	Discuss the purpose of monetary policy
4.4.4	Discuss the supply and demand for money
4.4.5	Explain the role of the Federal Reserve System
4.4.6	Explain the concept of fiscal policies
4.4.7	Describe the effects of fiscal and monetary policies

PERFORMANCE STANDARD 4.5 :	ANALYZE COST/PROFIT RELATIONSHIPS TO GUIDE BUSINESS DECISION-MAKING

4.5.1	Explain the concept of productivity
4.5.2	Analyze impact of specialization/division of labor on productivity
4.5.3	Explain the concept of organized labor and business
4.5.4	Explain the impact of the law of diminishing returns
4.5.5	Describe the concept of economies of scale

PERFORMANCE STANDARD 4.6 :	UNDERSTAND ECONOMIC INDICATORS TO RECOGNIZE TRENDS AND CONDITIONS

4.6.1	Describe the concept of price stability as an economic measure
4.6.2	Discuss the measure of consumer spending as an economic indicator
4.6.3	Discuss the impact of a nation's unemployment rates
4.6.4	Describe the economic impact of inflation on business
4.6.5	Explain unemployment and inflation tradeoffs
4.6.6	Explain the economic impact of interest rate fluctuations
4.6.7	Determine the impact of business cycles on business activities

PERFORMANCE STANDARD 4.7 : RECOGNIZE GLOBAL TRADE'S IMPACT ON BUSINESS ACTIVITIES	
4.7.1	Explain the nature of global trade
4.7.2	Describe the determinants of exchange rates and their effects on the domestic economy
4.7.3	Discuss the impact of globalization on business
4.7.4	Explain labor issues associated with global trade
4.7.5	Explain cultural considerations and social environments that impact global business relations
4.7.6	Describe the impact of electronic communication tools (e.g., internet, video conferencing, webcasts, email) on global business activities
4.7.7	Explain the impact of major trade alliances on business activities
4.7.8	Describe the impact of the political environment on world trade
4.7.9	Explain the impact of geography on world trade
4.7.10	Describe the impact of a country's history and economic health on world trade

CONTENT STANDARD 5.0 :   UNDERSTAND THE CONCEPTS OF CREATING A SUCCESSFUL BUSINESS

PERFORMANCE STANDARD 5.1 :   EMPLOY ENTREPRENEURIAL DISCOVERY STRATEGIES TO GENERATE FEASIBLE IDEAS FOR BUSINESS VENTURES

5.1.1	Explain and evaluate the characteristics of a successful entrepreneur
5.1.2	Identify the costs and benefits of choosing to become an entrepreneur
5.1.3	Explain the role of entrepreneurial exploration
5.1.4	Research venture start-up requirements and risks
5.1.5	Assess global trends and opportunities for business ventures
5.1.6	Generate venture ideas

PERFORMANCE STANDARD 5.2 :   EVALUATE A BUSINESS PLAN

5.2.1	Describe entrepreneurial planning considerations
5.2.2	Compile resources useful to entrepreneurs during concept development
5.2.3	Use components of a business plan to define venture idea
5.2.4	Describe processes used to acquire adequate financial resources for venture creation/start-up
5.2.5	Explain factors to consider in determining a venture's human-resource needs
5.2.6	Assess the costs/benefit associated with resources
5.2.7	Evaluate the exit strategy

CONTENT STANDARD 6.0 :	UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS

PERFORMANCE STANDARD 6.1 :	UNDERSTAND THE FUNDAMENTAL PRINCIPLES OF MONEY NEEDED TO MAKE FINANCIAL EXCHANGES

6.1.1	Explain sources, purpose and function of financial exchange (cash, credit, debit, electronic funds transfer, etc.)
6.1.2	Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
6.1.3	Explain the time value of money
6.1.4	Explain the legal responsibilities associated with financial exchanges

PERFORMANCE STANDARD 6.2 :	ANALYZE FINANCIAL NEEDS AND GOALS

6.2.1	Explain the nature of financial needs
6.2.2	Set financial goals
6.2.3	Describe types of financial service providers

PERFORMANCE STANDARD 6.3 :	USE INVESTMENT STRATEGIES AND IDENTIFY POTENTIAL BUSINESS THREATS AND OPPORTUNITIES

6.3.1	Explain types of investments
6.3.2	Establish investment goals and objectives
6.3.3	Describe the concept of business liability and risk management including insurance and settlements
6.3.4	Explain the impact of credit and identity theft

PERFORMANCE STANDARD 6.4 :	ACQUIRE A FOUNDATIONAL KNOWLEDGE OF ACCOUNTING AND BUSINESS FINANCING

6.4.1	Explain the concept of accounting including standards, technology, ethics and legal considerations
6.4.2	Prepare and analyze budgets, cash flow statements, financial statements and ratios
6.4.3	Explain financing needs of a business
6.4.4	Explain sources of financial assistance available to businesses
6.4.5	Evaluate risks associated with obtaining business credit
6.4.6	Explain business loan criteria and application processes

CONTENT STANDARD 7.0 :   UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

PERFORMANCE STANDARD 7.1 :   EXPLAIN THE ROLE OF HUMAN RESOURCES IN BUSINESS OPERATIONS

7.1.1	Discuss the elements of human resources management
7.1.2	Explain the role of ethics in human resources management
7.1.3	Describe the use of technology in human resources management

PERFORMANCE STANDARD 7.2 :   UNDERSTAND THE HIRING/FIRING PROCESS

7.2.1	Determine hiring needs based on budget boundaries
7.2.2	Evaluate job applications/resumes for content and accuracy
7.2.3	Practice interviewing job applicants
7.2.4	Compare and contrast employee compensation and benefits
7.2.5	Practice selecting, hiring, and firing employees

PERFORMANCE STANDARD 7.3 :   EVALUATE PRACTICES TO MANAGE STAFF AND RESOLVE EMPLOYEE ISSUES

7.3.1	Describe the role of employee orientation
7.3.2	Assess employee performance and identify coaching needs
7.3.3	Discuss the need for employee recognition
7.3.4	Role-play resolution of employee complaints and grievances
7.3.5	Explain the role of policies/procedures to protect the privacy of human-resources information

CONTENT STANDARD 8.0 :   UNDERSTAND INFORMATION MANAGEMENT

PERFORMANCE STANDARD 8.1 : UNDERSTAND THE NATURE AND SCOPE OF INFORMATION MANAGEMENT

8.1.1	Discuss the nature of information management
8.1.2	Explain the role of ethics in information management
8.1.3	Explain legal issues associated with information management

PERFORMANCE STANDARD 8.2 : UTILIZE INFORMATION TECHNOLOGY TOOLS TO MANAGE AND PERFORM WORK RESPONSIBILITIES

8.2.1	Identify ways that technology impacts business
8.2.2	Use an integrated business software application package
8.2.3	Identify collaborative tools for businesses
8.2.4	Explore basic web page design and content in relation to target market and purpose

PERFORMANCE STANDARD 8.3 : MAINTAIN BUSINESS RECORDS TO FACILITATE BUSINESS OPERATIONS

8.3.1	Describe the nature of business records
8.3.2	Maintain customer records

PERFORMANCE STANDARD 8.4 : ACQUIRE INFORMATION TO GUIDE BUSINESS DECISION-MAKING

8.4.1	Research current business trends
8.4.2	Monitor internal records for business information
8.4.3	Conduct an environmental scan to obtain business information
8.4.4	Interpret statistical findings

PERFORMANCE STANDARD 8.5 :	CREATE AND ACCESS DATABASES TO ACQUIRE INFORMATION FOR BUSINESS DECISION-MAKING

8.5.1	Explain the principles of data analysis
8.5.2	Explain the nature of tools that can be used to access information in a database system
8.5.3	Build a database
8.5.4	Create a meaningful data set
8.5.5	Query information in a database management system
8.5.6	Analyze a company's data requirements

CONTENT STANDARD 9.0 :	UNDERSTAND THE ROLE AND FUNCTION OF MARKETING

PERFORMANCE STANDARD 9.1 :	UNDERSTAND MARKETING'S ROLE IN A GLOBAL ECONOMY

9.1.1	Explain marketing and its importance in a global economy
9.1.2	Describe marketing functions and related activities

PERFORMANCE STANDARD 9.2 :	DEMONSTRATE KNOWLEDGE OF CUSTOMER/CLIENT/BUSINESS BEHAVIOR TO UNDERSTAND WHAT MOTIVATES DECISION-MAKING

9.2.1	Analyze customer/client/business buying behavior
9.2.2	Discuss actions employees can take to achieve the company's desired result
9.2.3	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.)

PERFORMANCE STANDARD 9.3 :	UNDERSTAND A COMPANY'S UNIQUE SELLING PROPOSITION TO RECOGNIZE WHAT SETS THE COMPANY APART FROM ITS COMPETITORS

9.3.1	Identify a company's unique selling proposition
9.3.2	Identify internal and external service standards

CONTENT STANDARD 10.0 : UNDERSTAND THE ROLE AND FUNCTION OF OPERATIONS

PERFORMANCE STANDARD 10.1 : EXPLAIN THE VALUE OF OPERATIONS AND ITS CONTRIBUTION TO A COMPANY

10.1.1	Explain business operations
10.1.2	Discuss the role of ethics in operations
10.1.3	Describe the use of technology in operations
10.1.4	Explain production and its activities
10.1.5	Explain the nature of overhead/operation costs, service and maintenance contracts, and leasing/purchasing of equipment and facility
10.1.6	Explain employee's role in expense control

PERFORMANCE STANDARD 10.2 : MANAGE QUALITY CONTROL PROCESSES TO MINIMIZE ERRORS AND TO EXPEDITE WORKFLOW

10.2.1	Explain the nature of quality management
10.2.2	Describe health and safety regulations in business
10.2.3	Maintain a safe work environment
10.2.4	Explain the procedure for handling and reporting accidents
10.2.5	Identify quality control measures
10.2.6	Utilize quality control methods at work
10.2.7	Explain loss prevention policies

PERFORMANCE STANDARD 10.3 : MANAGE PURCHASING ACTIVITIES TO OBTAIN THE BEST SERVICE/PRODUCT WITH THE LEAST COST

10.3.1	Explain the nature and scope of purchasing
10.3.2	Describe vendor/supplier relationships
10.3.3	Place orders and reorders
10.3.4	Compare the life of the product, to the cost of the product
10.3.5	Evaluate and select products and services of vendors
10.3.6	Evaluate vendor performance

CONTENT STANDARD 11.0 : UNDERSTAND THE NEED FOR PROJECT MANAGEMENT

PERFORMANCE STANDARD 11.1 : UNDERSTAND THE DESIGN, ORGANIZATION AND IMPLEMENTATION OF A PROJECT PLAN

11.1.1	Prepare and critique a project plan
11.1.2	Explain the importance of organizing the implementation of the plan
11.1.3	Explain the various resources available to accomplish the goal of plan implementation
11.1.4	Describe the elements of project delegation
11.1.5	Describe how proper implementation of human resources provides accountability by delegating authority and responsibility
11.1.6	Implement the plan
11.1.7	Evaluate effectiveness of plan implementation

CONTENT STANDARD 12.0 : **UNDERSTAND THE CONCEPT OF QUALITY MANAGEMENT**

PERFORMANCE STANDARD 12.1 : UNDERSTAND THE ROLE AND FUNCTION OF QUALITY MANAGEMENT

12.1.1	Explain the nature of quality management
12.1.2	Describe the nature of quality management frameworks (e.g., Six Sigma, ITIL, CMMI)
12.1.3	Discuss the need for continuous improvement of the quality process

CONTENT STANDARD 13.0 : UNDERSTAND THE ROLE OF STRATEGIC MANAGEMENT IN AN ORGANIZATION

PERFORMANCE STANDARD 13.1 : RECOGNIZE MANAGEMENT'S ROLE TO UNDERSTAND ITS CONTRIBUTION TO BUSINESS SUCCESS

13.1.1	Describe factors that influence management
13.1.2	Explain management theories and their applications

PERFORMANCE STANDARD 13.2 : PLAN ORGANIZATION'S/DEPARTMENT'S ACTIVITIES TO GUIDE AND SUPPORT DECISION-MAKING

13.2.1	Compare and contrast company vision and mission statement
13.2.2	Research various company vision and mission statements
13.2.3	Describe the strategic planning process within an organization
13.2.4	Determine alternative actions to take when goals are not being met
13.2.5	Discuss departmental roles in strategic plan development

PERFORMANCE STANDARD 13.3 : USE KNOWLEDGE MANAGEMENT STRATEGIES TO IMPROVE PERFORMANCE AND COMPETITIVE ADVANTAGE

13.3.1	Identify techniques that can be used to capture and transfer knowledge in an organization
13.3.2	Describe factors causing loss of organizational knowledge
13.3.3	Explain the importance of knowledge management strategies

CROSSWALK AND ALIGNMENTS OF
BUSINESS MANAGEMENT STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Business Management Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Automotive Technology program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Business Management Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Business Management Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Business Management program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Business Management Standards are crossedwalked to the Business Management and Administration Career Cluster™ and the General Management Career Pathway.

CROSSWALK OF BUSINESS MANAGEMENT STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 — Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a — Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d — Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.4 — Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
1.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
1.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
1.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

1.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
1.5.2	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media of formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1.6.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	English Language Arts: Reading Standards for Informational Text
	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.6.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CONTENT STANDARD 2.0: DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATION SKILLS

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
2.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
2.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
2.34	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

2.3.6	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2.3.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CONTENT STANDARD 3.0: UNDERSTAND IMPORTANCE OF POSITIVE CUSTOMER RELATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
3.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

3.4.2	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.4.3	**English Language Arts: Speaking and Listening Standard**
	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CONTENT STANDARD 4.0: UNDERSTAND THE ROLE OF ECONOMIC SYSTEMS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
4.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
4.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.2.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

4.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
4.4.1	**English Language Arts: Reading Standards for Informational Text**	
	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
4.4.3	**English Language Arts: Reading Standards for Informational Text**	
	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
	English Language Arts: Speaking and Listening Standards	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

4.4.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.5.2	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
4.6.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.6.3	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.6.7	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
4.7.1	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

4.7.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
4.7.4	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
4.7.5	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.7.6	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.7.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.7.8	**English Language Arts: Reading Standards for Informational Text**
	RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
4.7.9	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

4.7.10	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CONTENT STANDARD 5.0: UNDERSTAND THE CONCEPTS OF CREATING A SUCCESSFUL BUSINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
5.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
5.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
5.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
5.1.6	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

5.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
5.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
5.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
5.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
5.2.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
5.2.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CONTENT STANDARD 6.0: UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Reading Standards for Informational Text** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Reading Standards for Informational Text** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.2.2	**Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.3.2	**Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

6.3.3	**Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
6.3.4	**Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
6.4.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

6.4.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 7.0: UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
7.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
7.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
7.2.2	**English Language Arts: Reading Standards for Informational Text** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **English Language Arts: Language Standards** L.11-12.2b Spell correctly.
7.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.2.4	**English Language Arts: Reading Standards for Informational Text** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

7.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
7.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD 8.0: UNDERSTAND INFORMATION MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards	
8.1.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.1a	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
	SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
8.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
8.1.3	**English Language Arts: Reading Standards for Informational Text**	
	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
8.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

8.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
8.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.5.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects	
	RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
8.5.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

8.5.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CONTENT STANDARD 9.0: UNDERSTAND THE ROLE AND FUNCTION OF MARKETING

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
9.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
	English Language Arts: Language Standards
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9.2.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
9.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CONTENT STANDARD 10.0: UNDERSTAND THE ROLE AND FUNCTION OF OPERATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
10.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
10.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **English Language Arts: Reading Standards for Literature** RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
10.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
10.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9
10.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

10.3.2	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1d — Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	English Language Arts: Reading Standards for Informational Text
	RI.11-12.7 — Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	RST.11-12.5 — Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	English Language Arts: Language Standards
	L.11-12.2b — Spell correctly.
10.3.4	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	English Language Arts: Reading Standards for Informational Text
	RI.11-12.7 — Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
10.3.5	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.7 — Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
10.3.6	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	English Language Arts: Reading Standards for Informational Text
	RI.11-12.7 — Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD 11.0: UNDERSTAND THE NEED FOR PROJECT MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
11.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **English Language Arts: Language Standards** L.11-12.2a Observe hyphenation conventions. L.11-12.2b Spell correctly. L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
11.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
11.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CONTENT STANDARD 12.0: UNDERSTAND THE CONCEPT OF QUALITY MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
12.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

CONTENT STANDARD 13.0: **UNDERSTAND THE ROLE OF STRATEGIC MANAGEMENT IN AN ORGANIZATION**

Performance Indicators	Common Core State Standards and Nevada Science Standards
13.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** **RST.11-12.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
13.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
13.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
13.2.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
13.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
13.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

13.2.5	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
13.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

ALIGNMENT OF BUSINESS MANAGEMENT STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Business Management Performance Indicators
1. Make sense of problems and persevere in solving them.	8.4.4; 8.4.6
2. Reason abstractly and quantitatively.	4.1.6; 4.4.2, 4.4.4; 4.5.5; 4.6.6; 4.7.2
3. Construct viable arguments and critique the reasoning of others.	8.5.1
4. Model with mathematics.	4.4.3
5. Use appropriate tools strategically.	8.2.2; 8.5.3, 8.5.4, 8.5.5
6. Attend to precision.	8.3.2; 8.4.2
7. Look for and make use of structure.	4.3.6; 4.6.2; 4.7.2 8.4.2
8. Look for and express regularity in repeated reasoning.	4.5.5

CROSSWALKS OF BUSINESS MANAGEMENT STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Business Management & Administration Career Cluster™ (BM)	Performance Indicators
1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.	5.2.6; 6.4.2
2. Describe laws, rules and regulations as they apply to effective business operations.	1.1.1-1.1.5; 1.3.1-1.3.6 1.4.1-1.4.4; 1.5.1, 1.5.2 1.6.1-1.6.4
3. Explore, develop and apply strategies for ensuring a successful business career.	5.1.1
4. Identify, demonstrate and implement solutions in managing effective business customer relationships.	3.1.1-3.1.5; 3.2.1, 3.2.2 3.3.1, 3.3.2; 3.4.1-3.4.2
5. Implement systems, strategies and techniques used to manage information in a business.	8.1.1-8.1.3; 8.2.1-8.2.4 8.3.1-8.3.2; 8.4.1-8.4.4 8.5.1-8.5.6; 13.3.1-13.3.3
6. Implement, monitor and evaluate business processes to ensure efficiency and quality results.	10.2.1-10.2.7 12.1.1-12.1.3

General Management Career Pathway (BM-MGT)	Performance Indicators
1. Describe and follow laws and regulations affecting business operations and transactions.	1.1.1-1.1.5; 1.3.1-1.3.6 1.4.1-1.4.4; 1.5.1, 1.5.2 1.6.1-1.6.4
2. Access, evaluate and disseminate information for business decision making.	8.1.1-8.1.3; 8.2.1-8.2.4 8.3.1-8.3.2; 8.4.1-8.4.4 8.5.1-8.5.6
3. Apply economic concepts fundamental to global business operations.	4.1.1-4.1.6; 4.2.1-4.2.6; 4.3.1-4.3.6; 4.4.1-4.4.7 4.5.1-4.5.5; 4.6.1-4.6.7 4.7.1-4.7.10
4. Employ and manage techniques, strategies and systems to enhance business relationships.	2.1.1-2.1.3; 2.2.1-2.2.6 2.3.1-2.3.4; 3.1.1-3.1.5 3.2.1, 3.2.2; 3.3.1, 3.3.2 3.4.1-3.4.2
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.	6.1.1-6.1.4; 6.2.1-6.2.3 6.3.1-6.3.4; 6.4.1-6.4.6

6.	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	11.1.1-11.1.7
7.	Plan, organize and manage an organization/department to achieve business goals.	10.1.1-10.1.6
		10.2.1-10.2.7
		10.3.1-10.3.6
8.	Create strategic plans used to manage business growth, profit and goals.	13.1.1, 13.1.2
		13.2.1-13.2.5
		13.3.1-13.3.3